

Date: _____


Phoneme Isolation


PLAN

Component: Phonological Awareness

Instructional Activity: Phoneme Isolation

Materials Needed: N/A

 **Approximate Time:**
5 minutes

 [Click here for video example](#)

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

Let's learn how to listen for the initial sound in a word. Being able to hear different sounds in different parts of a word is important for spelling and reading. You'll know you have it when you can hear the first sound in a word and tell me what it is.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Today you will hear me say the word *initial*. What word? Students respond.

Initial is another word for *beginning* or *first*. An *initial* sound is the sound that comes at the beginning of a word. *Initial* means first. Today you will listen for the *initial* sounds.

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I DO IT!

Demonstrate. Teach the new skill. Model with clear explanations. Verbalize your thinking process.

Watch and listen. I will say a word. You will repeat the word. Then, you will stretch the word. Finally, you will say the *initial* sound in the word.

Listen carefully. My turn. The word is *mop*. I repeat the word. Model.

I will stretch the word slowly by stretching the sounds down my arm. I will start at my shoulder and slowly say the word until I stop at my wrist. Say the word slowly, stretching the word down your arm. Hold the initial sound a little longer than the other sounds: /mmmmöööp/.

I heard the sound /mmmm/ when I touched my shoulder. Touch your shoulder. /mmmm/ is the initial sound in the word *mop*.

WE DO IT!

Provide guided practice.

Let's try it together!

The word is *fun*. What's the word? Teacher and students repeat the word *fun*.

Stretch *fun* down your arm. Teacher and student stretch *fun*.

What's the *initial* sound? Teacher and student respond /ffff/.

Yes, /ffff/ is the *initial* sound.

Let's try some more.

Repeat the routine with words in the list.

<u>Word List:</u>
light
noon
sit
vase
zip
fish



If students need support with:	Then try this:
Sliding down their arms...	Use a different tool, such as the Sound Pencil.
Remembering that the initial sound is located at the shoulder...	Rub your shoulder instead of touching it to emphasize the initial sound.

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YOU DO IT!

Provide independent practice.

Now, you all will do it by yourselves. Everyone will stretch the word down their arm.

Then, I'll call on one student to tell me the initial sound in a word.

If it is not your turn to say the sound aloud, you can think it in your head.

The word is *nice*. What's the word? All students: *nice*.

Stretch it. All students say each sound in the word smoothly while moving their hand from shoulder to wrist.

(Student's name), what is the initial sound in the word *nice*?

Only selected student responds: /nnn/.

Repeat the routine with 2-3 students using words in the list.

You're doing a great job listening to the sounds! Now you know how to find the *initial* sound in a word!

Word List:

some
lip
man
name
face
van

ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.

Scaffold or correct all errors. Provide specific feedback for accurate responses.

If you are unsure if a student truly has the skill, consider holding them at the table while the rest of the group goes to their next work so that you can quickly check in with the student individually.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

When students are confident with isolating initial sounds, consider moving into final sounds.